



**MAINE
DEPARTMENT OF EDUCATION**

The federal *No Child Left Behind Act of 2001 (NCLB)* requires all states, school districts, and schools to provide annual report cards to parents and communities that include Maine Comprehensive Assessment System (MeCAS) data disaggregated into subgroups, attendance and graduation rates, status of Adequate Yearly Progress (AYP), and information on “highly qualified” teachers. This report card also displays statewide academic achievement results in grades four and eight on the National Assessment of Educational Progress (NAEP) reading and mathematics assessments, as well as the participation rates for students with disabilities and limited English proficiency on the exam. Maine’s NCLB Report Cards contain the following information:

MeCAS Assessment Data 2010-2011: Assessment data for reading and mathematics are provided for Grades 3-8 and high school, as well as for science for grades 5, 8, and high school. Data is disaggregated to explain performance by subgroups. The MeCAS data is from the tests given in the fall of 2010 (Grade 3-8), spring of 2011 (High School), spring of 2011 (Alternate Assessment-Science), and spring of 2010 (Alternate Assessment- Reading and Mathematics).

Adequate Yearly Progress (AYP): Accountability information is provided for how well districts and schools are progressing toward all students being proficient in reading and mathematics. This system has been established to comply with the accountability provisions of NCLB, which require, among other things, that each school makes AYP toward meeting a national goal of all students being “proficient” in reading and mathematics by the school year 2013-2014.

Qualifications of Teachers: Information about the qualifications of teachers is provided for three areas: 1) the professional qualifications of teachers; 2) the percentage of teachers with emergency or conditional certificates; and 3) the percentage of classes not taught by teachers who are highly qualified in core academic areas such as mathematics, science, social studies, etc. This data is intended to help you understand the backgrounds and preparation of the teachers who are working with your child.

National Assessment of Educational Progress (NAEP): Data from the 2008-2009 NAEP results is displayed, allowing you to evaluate the performance of students in Maine with the performance of students across the nation or in other states. Students take the NAEP in reading and mathematics every two years. When reviewing these results, it is important to keep in mind that the NAEP results are based on a sample of schools and students across Maine, not all Maine schools and students.

This NCLB Report Card details how Maine districts and schools are meeting the requirements of the federal NCLB legislation. More information about NCLB can be found at www.maine.gov/education/nclb/index.html or by contacting the NCLB Clearinghouse at 624-6705.



2011-2012 NCLB Report Card

School: Sumner Memorial High School

SAU: RSU 24

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2011-2012 NCLB Report Card



School: Sumner Memorial High School
SAU: RSU 24
Grade: High School



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Group	Reading Assessment Data													
	School Year	Number of Enrolled Students	Number of Tested Students	Percent of Students Tested in School	Percent of Students at Level 3 or Level 4			Percent of Students at Each Achievement Level*				Number of Tested Students		Not Tested First Year LEP Students
					School	SAU	State	Level 4	Level 3	Level 2	Level 1	General Assessment	Alternate Assessment	
All Students	2009-2010	82	79	96	41	42	47	3	38	33	27	79	0	
	2010-2011	64	64	100	44	41	50	8	36	30	27	60	4	0
Female	2009-2010	45	44	98	50	47	49	2	48	30	20			
	2010-2011	31	31	100	55	50	54	13	42	23	23			
Male	2009-2010	37	35	95	29	36	46	3	26	37	34			
	2010-2011	33	33	100	33	33	46	3	30	36	30			
Caucasian/White	2009-2010	78	75	96	43	44	48	3	40	32	25			
	2010-2011	61	61	100	44	42	51	8	36	28	28			
African American/Black	2009-2010	0	0				28							
	2010-2011	0	0				23							
Hispanic	2009-2010	2	2	100			42							
	2010-2011	0	0				45							
Asian or Pacific Islander	2009-2010	0	0				41							
	2010-2011	2	2	100			51							
American Indian or Native Alaskan	2009-2010	2	2	100			27							
	2010-2011	1	1	100			35							
Economically Disadvantaged	2009-2010	42	40	95	35	30	31	3	33	35	30			
	2010-2011	36	36	100	44	34	34	6	39	33	22			
Migrant	2009-2010	0	0											
	2010-2011	0	0											
Students with Disabilities	2009-2010	6	5	83		10	16							
	2010-2011	13	13	100	54	34	17	8	46	31	15			
Limited English Proficient	2009-2010	2	2	100			13							
	2010-2011	1	1	100			9							

NOTE: Some achievement level results have been left blank because fewer than 10 students were tested.

*Achievement levels are as follows: Level 4 = Proficient with Distinction, Level 3 = Proficient, Level 2 = Partially Proficient, Level 1 = Substantially Below Proficient

<1 is printed when the percentage rounds to 0.

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School: Sumner Memorial High School
SAU: RSU 24
Grade: High School



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Group	Mathematics Assessment Data												
	School Year	Number of Enrolled Students	Number of Tested Students	Percent of Students Tested in School	Percent of Students at Level 3 or Level 4			Percent of Students at Each Achievement Level*				Number of Tested Students	
					School	SAU	State	Level 4	Level 3	Level 2	Level 1	General Assessment	Alternate Assessment
All Students	2009-2010	82	78	95	32	41	45	1	31	45	23	78	0
	2010-2011	64	64	100	36	42	49	<1	36	34	30	59	5
Female	2009-2010	45	43	96	37	45	43	<1	37	40	23		
	2010-2011	31	31	100	42	42	47	<1	42	39	19		
Male	2009-2010	37	35	95	26	37	47	3	23	51	23		
	2010-2011	33	33	100	30	42	51	<1	30	30	39		
Caucasian/White	2009-2010	78	74	95	32	42	46	1	31	46	22		
	2010-2011	61	61	100	36	43	50	<1	36	33	31		
African American/Black	2009-2010	0	0				22						
	2010-2011	0	0				21						
Hispanic	2009-2010	2	2	100			40						
	2010-2011	0	0				36						
Asian or Pacific Islander	2009-2010	0	0				51						
	2010-2011	2	2	100			62						
American Indian or Native Alaskan	2009-2010	2	2	100			28						
	2010-2011	1	1	100			32						
Economically Disadvantaged	2009-2010	42	39	93	31	33	28	<1	31	41	28		
	2010-2011	36	36	100	33	35	31	<1	33	39	28		
Migrant	2009-2010	0	0										
	2010-2011	0	0										
Students with Disabilities	2009-2010	6	4	67		5	14						
	2010-2011	13	13	100	31	21	15	<1	31	31	38		
Limited English Proficient	2009-2010	2	2	100			16						
	2010-2011	1	1	100			17						

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Grade: High School



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Group	Science Assessment Data																												
	School Year	Number of Enrolled Students	Number of Tested Students	Percent of Students Tested in School	Percent of Students at Level 3 or Level 4			Percent of Students at Each Achievement Level*				Number of Tested Students																	
					School	SAU	State	Level 4	Level 3	Level 2	Level 1	General Assessment	Alternate Assessment																
All Students																													
	2010-2011	64	62	97	40	40	44	2	39	21	39	57	5																
Female																													
	2010-2011	31	29	94	45	42	40	3	41	17	38																		
Male																													
	2010-2011	33	33	100	36	38	48	<1	36	24	39																		
Caucasian/White																													
	2010-2011	61	59	97	41	41	45	2	39	20	39																		
African American/Black																													
	2010-2011	0	0				19																						
Hispanic																													
	2010-2011	0	0				37																						
Asian or Pacific Islander																													
	2010-2011	2	2	100			49																						
American Indian or Native Alaskan																													
	2010-2011	1	1	100			26																						
Economically Disadvantaged																													
	2010-2011	36	35	97	40	31	29	3	37	26	34																		
Migrant																													
	2010-2011	0	0																										
Students with Disabilities																													
	2010-2011	13	13	100	38	23	14	<1	38	23	38																		
Limited English Proficient																													
	2010-2011	1	1	100			10																						

NOTE: Some achievement level results have been left blank because fewer than 10 students were tested.

*Achievement levels are as follows: Level 4 = Proficient with Distinction, Level 3 = Proficient, Level 2 = Partially Proficient, Level 1 = Substantially Below Proficient

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Group	Accountability Data														
	Reading						Mathematics						Additional Academic Indicator		
	Percent Tested Target: 95%			Percent Meets and Exceeds Target: 78%			Percent Tested Target: 95%			Percent Meets and Exceeds Target: 66%			Graduation Rate Target: 83%		
	School	SAU	State	School	SAU	State	School	SAU	State	School	SAU	State	School	SAU	State
All Students	100	98	96	43	42	49	100	98	96	36	42	47	74	84	83
Caucasian/White	100	98	96	45	43	50	100	98	96	36	43	48	74	84	83
African American/Black	*	*	93	*	*	26	*	*	93	*	*	22	100	100	73
Hispanic	*	*	90	*	*	44	*	*	90	*	*	38	0	50	77
Asian or Pacific Islander	*	*	96	*	*	47	*	*	96	*	*	55	100	100	89
American Indian or Native Alaskan	*	*	89	*	*	31	*	*	88	*	*	30	0	100	67
Economically Disadvantaged	*	97	94	41	33	33	*	97	94	34	35	30	67	81	71
Students with Disabilities	*	*	91	*	23	17	*	*	91	*	15	15	81	80	65
Limited English Proficient	*	*	94	*	*	11	*	*	94	*	*	16	75	90	80

*Group is too small to be statistically evaluated. Participation requires a minimum of 41 students in a subgroup and Performance requires a minimum of 20 students in a subgroup.

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Maine Teacher Quality Data



School: Sumner Memorial High School
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Part I: Professional Qualifications						
	B.A.	B.A. + 15 credit hours (includes + 30 CAS)	M.A.	M.A. + 15 credit hours	M.A. + 30 credit hours (includes CAS)	Ph. D
Professional Qualifications of All Public Elementary and Secondary School Teachers in the School ¹	12	3	10	0	1	0

Part II: Emergency/Conditional Certification	
Percentage of Public Elementary and Secondary School Teachers in the School with Emergency/ Conditional Certification as of April 30, 2011	7

Part III: Classes <u>NOT</u> Taught by Highly Qualified Teachers	
	School Aggregate
Percentage of Core Academic Subject Elementary and Secondary School Classes NOT Taught by Highly Qualified Teachers	9.3

¹Professional Qualifications are defined by the State and may include information such as the degrees of public school teachers (e.g., percentage of teachers with Bachelors Degrees or Masters Degrees) or the percentage of fully certified teachers.